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ABSTRACT

The chapters of this collection highlight the Associated New American Colleges' Faculty Work Project as they examine the call for redefining faculty roles and institutional relationships. The goal of the Project has been to lay the conceptual groundwork for bringing educational practices into alignment with the institutional mission. In the first section, "The Compact," the chapters are; (1) "A New Academic Concept" (Jerry Berberet); (2) "Professional Development across the Faculty Career: An Engine for Implementing a New Faculty-Institutional Compact" (Faculty Development/Career Stages Working Group, Marion Terenzio, Group Coordinator); (3) "Faculty as Institutional Citizens: Reconceiving Service and Governance Work" (Service/Governance Working Group, Lawry Finsen, Group Coordinator); and (4) "Faculty Workload: Differentiation through Unit Collaboration" (Workload Differentiation Group, Linda A. McMillin, Group Coordinator). Section 2, "The Compact in Action," contains": (5) "Shared Governance at Butler University" (Patricia Bacon); (6) "Workload Differentiation at Ithaca College" (Garry Brodhead); and (7) "Workload Rebalancing at St. Mary's College of California" (Ed Biglin). The final section, "The Compact in Context," includes: (8) "A Panel of Experts Responds" (Christine M. Licata, Robert M. Diamond, Mary Burgan, Charles E. Glassick, C. K. Weiser, and Ric Weibl); (9) "Reflections on the Faculty Work Project" (Jon Wergin); (10) "A Holistic Model for Faculty and Institutional Development" (Jacqueline A. Mintz); and (11) "Institutional Governance: A Call for Collaborative Decision-Making in American Higher Education" (Thomas C. Longin). Each chapter contains references, and the book includes an 81-item bibliography. (SLD)

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